

Dewstow Primary Relationships and Behaviour Policy

Our Vision

In Dewstow Primary School we strive to provide a caring environment where everyone in the school community feels safe, confident, valued and respected. Dewstow Primary school is committed to creating an environment where exemplary behaviour is promoted. Everyone is expected to maintain the highest standards of personal conduct, accept responsibility for their behaviour and encourage others to do the same. We want all our children to be: **Ready, Respectful and Safe (RRS)**.

At Dewstow we know that children thrive when they have consistent routines and firm boundaries. All members of the school community: staff, governors, parents, the wider community and the children, have a vital role to play and should aim to build positive relationships with each other. Our RRS rules are embedded in all aspects of school life. They need to be modelled by all members of the school community, constantly and consistently. All members of staff will set high expectations for behaviour and learning.

This policy sets out the framework for a clear and consistent approach to promoting positive relationships and supporting pupils to develop their skills, understanding and engagement with school.

Aims

- To ensure that all learners are treated fairly, shown respect and to promote good relationships between all members of the school community.
- To create a culture of exceptionally good behaviour.
- Promote a community of shared expectations which values kindness, empathy and responsibility and embraces **Ready, Respectful and Safe**.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To meet the individual needs of all our learners, recognising developmental, social and emotional stages and implementing appropriate interventions.
- To encourage and foster active parent/carer support in achieving these aims.

Dewstow Primary school has the following behaviour expectations that all members of the school community are expected to adhere to:

1. To be **READY** for learning.
2. To be **RESPECTFUL** to all pupils, adults and property in our school community.
3. To be **SAFE** in school at all times.

We support the **Ready, Respectful and Safe** behaviour expectations by using the following strategies to promote positive behaviours:

Consistency in practice:

Consistency lies in the behaviour of adults and not simply in the application of procedure. The key to consistency ripples through every interaction on behaviour where learners feel treated as valued individuals they respect adults and each other.

Consistent language	Consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
Consistent follow up	Ensuring 'certainty' at the classroom, and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
Consistent positive reinforcement	Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
Consistent consequences	Defined and applied at the classroom level as well as established structures for more serious behaviours.
Consistent, <u>simple rules and expectations</u>	Referencing promoting appropriate behaviours, visual cues, symbols.
Consistent respect from the adults	Even when learners are being disrespectful.
Consistent models of emotional control	Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
Consistently reinforced rules and routines for behaviour around the school	In the classroom, around the school, at reception, outside of the classroom, lunchtime, breaktime.
Consistent environment	Display vision, mission around the school. Positive images of learning and behaviour.

Create Routines and Expectations

- Teach whole school routines and expectations that focus on a specific behaviour, for example, manners, respectful walking around the school.

All staff:

1.	Meet and greet at the door using the learners names.
2.	Refer to ' Ready, Respectful, Safe ' at all times.
3.	Model positive behaviours and build relationships.
4.	Plan learning experiences that engage, challenge and meet the needs of all learners.
5.	Use visuals to remind of expected behaviour.
6.	Be calm and give 'take up time' when going through the steps. Prevent before consequences.
7.	Follow up every time, retain ownership and engage in reflective dialogue with learners.
8.	Never ignore or walk past learners who are not following school rules Ready, Respectful, Safe.

Middle Leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

1.	Meet and greet using the learners names.
2.	Refer to ' Ready, Respectful, Safe ' at all times.
3.	Be a visible presence in the classroom to encourage appropriate conduct.
4.	Support staff in returning learners to learning by supporting staff with conversations.
5.	Regularly celebrate staff and learners whose effort go above and beyond expectations
6.	Encourage use of positive notes and positive phone calls.
7.	Ensure staff training needs are identified and targeted.
8.	Be proactive in supporting staff with behaviour incidents.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show unified consistency to the learners.

1.	Meet and greet using the learners names.
2.	Refer to ' Ready, Respectful, Safe ' at all times.
3.	Be a visible presence around school.
4.	Celebrate staff , leaders and learners whose effort goes above and beyond expectations.
5.	Regularly share good practice.
6.	Support staff in managing learners with more complex negative behaviours.
7.	Use behaviour data, information, incident forms to evaluate behaviour policy and practice.
8.	Regularly review provision for learners who fall beyond the range of written policies.

9.	Be a daily visible presence around the corridors particularly at transition times.
10.	Welcome learners at the start of the day.

Recognise and Praise

- Constant and consistent recognition of positives by all members of the Dewstow Community for effort in trying to follow our RRS rules.
- Recognise learners for positive behaviour, following instructions, setting a good example, working hard. Learners who go above and beyond ensure they are recognised using the behaviour chart and verbal praise.
- Use of the behaviour chart, children to be put onto the star and rewarded with a golden sticker at the end of the day. Positive encouragement and praise use of stickers to be used.
- Praise the behaviour you want to see.
- Ensure the learners feel listened to and are valued.
- Phone calls home and a reward from the headteacher for those children who always show outstanding behaviour.
- Recognition at assemblies with our certificates.

Ready to learn

- The Green circle, Gold star and Headteacher award are displayed in class with the children's names. Yellow, Orange and Red displayed for visual reminder to the children.
- All children start the day on green ready to learn.
- They will move to the gold star if they are demonstrating excellent work and behaviour.
- Teachers will reward children who are on the star with a sticker.

Reminder

A reminder of expectations for learners Ready, Respectful, Safe delivered one to one with the learner. The teacher makes them aware of their behaviour. The learner had a choice to do the right thing.

Caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices.

- a. Gentle approach, personal , non threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/ routine it contravenes.

- c. Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away follow up later.

Resist endless discussions around behaviour and focus on returning learners to their learning.

Time out

- The learner is asked to speak to the teacher away from others.
- Boundaries are reset.
- Learner is asked to reflect on their next step. Again they are reminded of previous conduct/attitude/learning.
- Learner is given a final opportunity to re engage with the learning/follow instructions.

Learners should only leave the plaza if they need to cool down and or to defuse a situation.

If timeout is unsuccessful or the learner refuses to take time out then the learner will be asked to move to another plaza. Staff will always deliver consequences calmly and with care.

Repairing Relationships

- Use a restorative approach to build, maintain and repair relationships to maximise social and academic learning.

Restorative Approaches

Restorative approaches promote positive relationships as they are values-based and needs-led. This approach is based on honesty and empathy and can develop effective communication between individuals, learning to respect and understand the impact of our behaviours on others. It can also result in the restoration of one's sense of belonging in the school community. Restorative conversations take place to repair relationships. During a restorative conversation the following questions would be asked:

- What happened?
- What were you thinking/feeling at the time
- What have you thought about since?
- Who do you think has been affected and in what way were they affected?
- What do you think needs to be done to make things right?

Staff will take responsibility for leading restorative meetings; middle leaders will support staff member when requested.

Learner's may have their behaviour monitored by teachers to show progress towards agreed targets. This will be done discreetly and individually to the learner.

Recording incidents

Staff are responsible for completing a behaviour incident form and contacting the parents if there has been an incident or are not on green at the end of the day. Teachers will inform the parent of how the child did not follow class rules and what is expected the next day. Parents will be kept informed about their child's behaviour if there is no improvement.

Headteacher/Deputy Headteacher / Assistant Headteacher will contact parents if there is continued poor behaviour.

Classroom Behaviour management

The focus should always be on positive behaviours. Instant rewards and praise should be made obvious to the other learners. "Catch them being good!"

- Each class has the school rules and behaviour chart displayed. Good looking, listening and sitting visuals displayed and used.
- Praise and reward good behaviour immediately through the use of stickers. Praise and reward children who are following the 'RRS' rules creating a positive atmosphere, where all of the children have the opportunity to succeed.
- Ensure children come into the class calmly and quietly at all times, lining up after break. Children need to be calm before entering the plaza showing that they are ready to learn.
- All children need to be ready to learn. Constant reminders to the children of expectations of behaviour.

- *Staff to anticipate problems, or behaviours by providing clear expectations, guidance and support for children who may struggle with change in routine, change in adult or self regulating. These children need a clear plan of the support needed and strategies being used. If they require a calming area or resources to support with wellbeing these need to be of high quality and reflect the child's interests and needs. All staff are responsible for ensuring they can access their resources to support and manage their emotions.*

Supporting individual needs of learners

- All staff to acknowledge the physical, neurological and behavioural impact of trauma.

- **Staff must avoid shouting, public discipline/praise** can be difficult for children to tolerate.
- Be aware that individual learners may need more time to calm down following an incident or episode of distress.
- Build positive relationships with all learners and place the relationship and the children at the heart of the classroom management.
- Encourage nurture, show warmth and empathy even when a learner is presenting with challenging or difficult behaviours.
- Take individual circumstances into account there is a need for differentiation in behaviour.
- Recognise, identify and meet the need being communicate through a behaviour at the earliest opportunity rather than giving sanction for the behaviour.
- Restorative conversations to take place between the learner and their key attachment figure within the setting.
- Ensure the learner has been listened to, recognised, validated.
- A relational approach to discipline should be priorities - this will still include discussing consequences and using problem solving skills as opportunities for learning.
- Staff use a trauma informed approach, differentiate expectations and approach according to the individual needs and experiences.
- Behaviour that is challenging is not seen as a choice, but as being a communication of an unmet need. When a learner is emotionally dysregulated: What is the function behind this behaviour? What attention is needed? Are they feeling unsafe? Are they presenting as distressed? Do they require support co-regulating?

Behaviours seen - this should be used as a guide; children with emotional and behavioural difficulties may well have their own behaviour plan or different expectations.

<u>Behaviours</u>	<u>What might happen</u>
<ul style="list-style-type: none"> • On task • Helping others • Consistently well behaved • Producing work to the best of their ability • Speaking respectfully • Calm • Following instructions first time • Looking after each other • Looking after school property 	<ul style="list-style-type: none"> • Verbal praise • Stickers • Moved to the star • Sent to Head/Deputy for headteacher award (for consistently outstanding behaviour and work) • Chosen for half termly call home • Raffle tickets • Child choice of reward
<ul style="list-style-type: none"> • Not on task 	<ul style="list-style-type: none"> • Warning

<ul style="list-style-type: none"> ● Calling out ● Not listening/ paying attention ● Not following instructions ● Not working ● Not clearing up ● Inappropriate words or conversation ● Poor choices e.g. teasing ● Lack of respect ● Hurting by accident 	<ul style="list-style-type: none"> ● Informal gesture: eye contact, frown, gesture. ● Moving the child to a different seat. ● A private reminder about the behaviour we wish to see- inviting them to make the right choice. ● Repetition of task/ completion of work in own time.
<p>Repeated behaviours shown:</p>	<ul style="list-style-type: none"> ● Moved ● Warning that the behaviour is not acceptable and there will be adult action taken ● Time away given to have think about the behaviour (within the plaza) ● 5 minutes off playtime or lunch time if on orange ● Missing whole/ part of a break time or lunchtime if on red. ● Make the situation 'right' (apology, tidy up)
<ul style="list-style-type: none"> ● Encourages others to misbehave ● Uses obscene words to offend ● Causes hurt intentionally ● Verbal abuse of adults ● Answering back or constantly questioning adults decision or request ● Refuses to obey instruction ● Destroys own work ● Destroys others' work ● Insulting, name calling including racist and homophobic language ● Petty theft ● Damage to property or equipment (including play equipment). ● Threatens violence 	<ul style="list-style-type: none"> ● Moved ● Parents informed- phone call from class teacher ● SLT informed- ● Loss of whole of Playtime or Lunchtime ● Child uses 'time' to try to make amends e.g. repairing property; re-doing work; apology ● Internal exclusion

<ul style="list-style-type: none"> ● Physical or violent assault causing injury, or persistent violent behaviour ● Sexualised behaviour or assault ● Serious damage to property (e.g. vandalism) ● Persistent Bullying including homophobic, racist threats and abuse 	<ul style="list-style-type: none"> ● Immediate response by SLT ● Phone Call home from headteacher/deputy headteacher ● Lunchtime exclusion ● Fixed Term exclusion ● Permanent exclusion
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Children are encouraged to change their behaviour throughout the day moving back on to the green or the star. This system will be used by all members of staff during lessons, playtimes and lunchtimes.

If children display extreme behaviour, i.e. fighting, are violent, swearing or damage to property this will be an immediate response and parents will be contacted by the Headteacher or Deputy Headteacher.

A serious breach is an incident that may lead to a fixed term exclusion.

Reach for the Stars!



	See Mrs Bain Outstanding behaviour Outstanding work
	Excellent behaviour Excellent work
	Ready to learn
	Warning - Think about your behaviour
	Time off your break
	See Mrs Bain/Mr Nicholas Parent's contacted and internal exclusion





Dewstow Primary School
Behaviour Reflection Sheet - Year _____



Name _____ Date _____

Thinking about my behaviour will help me make a better choice next time.

What happened?

How does this make me feel? Who has been affected?

How can I make it right?

Teacher's signature _____

Pupil's signature _____

